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IMPLEMENTATION OF INTERNAL SCHOOL QUALITY ASSURANCE TEAMS IDENTIFIED PRACTICES OF TEACHING IN ENHANCING QUALITY TEACHING IN MOSHI DISTRICT COUNCIL, TANZANIA

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ABSTRACT

This study investigated the extent to which teaching practices identified by Internal School Quality Assurance (ISQA) teams were implemented in public secondary schools in Moshi District Council, Tanzania. The study was anchored in Philip Crosby's Total Quality Management Theory (1979). A convergent design under a mixed-methods approach was adopted. The target population comprised 2,085 individuals from 63 public secondary schools, including teachers, student class representatives, heads of schools, and ISQA members. A sample of 257 respondents from 13 schools was selected using probability and non-probability sampling techniques. Data were collected through questionnaires, an interview guide, a focus group discussion guide, and a document analysis guide. Instrument validity was ensured through expert review by three specialists in educational planning and administration. Internal consistency of Likert-type items in the questionnaire was ensured using Cronbach's alpha, yielding a coefficient of 0.752, while trustworthiness of qualitative instruments was ensured through triangulation and peer debriefing. Quantitative data were analyzed using both descriptive and inferential statistics with the aid of SPSS version 27. Descriptive statistics involved frequencies, percentages, and mean scores, while inferential statistics involved the use of a one-way analysis of variance to test the study hypothesis. Qualitative data were analyzed thematically. The study found that the teaching practices identified by ISQA teams were implemented to a moderate extent in public secondary schools, with no significant differences in teachers' perceptions of the implementation of ISQA-identified teaching practices across teaching experience categories. However, implementation of practices of teaching was constrained by inadequate teaching and learning resources, large class sizes, and inadequate follow-up mechanisms by ISQA teams, resulting in inconsistencies across schools. The study concludes that inconsistent implementation of ISQA identified teaching practices results in a mismatch between intended quality teaching standards and actual classroom practice. The study recommends that external quality assurance authorities establish a follow-up mechanism in which designated officers are assigned to specific schools to provide continuous supervision and professional support to ISQA teams and teachers.

Keywords: Supervisory roles, Internal School Quality Assurance Teams, Practice of Teaching, Quality Teaching, secondary schools.

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1. INTRODUCTION

The quality of education has increasingly attracted global attention owing to its pivotal role in shaping human capital, accelerating socio-economic development, and fostering sustainable national progress (UNESCO & Education International, 2024). This priority is reinforced by international education agendas, particularly Sustainable Development Goal 4, Target 4.1, which calls for all learners to have access to equitable, quality primary and secondary education that leads to relevant and effective learning outcomes (United Nations, 2015). Central to this agenda is quality teaching, broadly conceived as a cornerstone of effective education systems, serving as an instructional practice that goes beyond rote memorization to promote meaningful, student-centered learning. It equips learners with the necessary knowledge, skills, values, and competencies to thrive and actively participate in our rapidly changing contemporary society (OECD, 2023). Growing emphasis on 21st-century demands has broadened expectations of teaching to include critical thinking, creativity, communication, and collaboration, skills essential for navigating complex, knowledge-driven environments (Levy, 2025).

The growing recognition that quality education is largely determined by what transpires in classrooms has continually shaped the evolution of quality assurance systems. From the 19th-century inspection focused on compliance, reforms in the 1960s–1980s shifted toward developmental approaches due to limited impact on instruction. This led to the establishment of External and Internal Quality Assurance frameworks in the 1990s, emphasizing accountability and continuous improvement (OECD, 2013). Within this development, Internal School Quality Assurance (ISQA) emerged as a school-based mechanism for monitoring teaching, providing feedback, and supporting instructional improvement (UNICEF, 2020).

Internal quality assurance systems are used to strengthen teaching through supervision and monitoring. In the United States, this is reflected in Every Student Succeeds Act (ESSA), which promotes standards-based accountability and instructional improvement (U.S. Department of Education, 2021). However, variations in classroom instructional practices persist (Darling-Hammond et al., 2024). Similarly, in Germany, decentralized education systems combine internal self-evaluation and external inspection to improve teaching quality (European Commission/Eurydice, 2020), although challenges remain in translating feedback into classroom improvement (Helm et al., 2021).

In Africa, internal quality assurance is increasingly used to strengthen teaching quality and accountability. In Nigeria, the Federal Ministry of Education (2019) emphasizes instructional supervision and monitoring, although challenges in teaching delivery persist (UNESCO, 2023). In Ethiopia, the Ministry of Education promotes school improvement and professional development, yet learner-centred teaching remains inconsistently applied (Belina, 2021). In Kenya, quality assurance frameworks guide supervision of teaching and learning, but gaps remain in lesson planning and assessment practices (Makau et al., 2024).

In Tanzania, the Ministry of Education, Science, and Technology institutionalized Internal School Quality Assurance (ISQA) in secondary schools to reinforce continuous oversight of teaching and learning processes (URT, 2017). Under this system, ISQA teams are tasked with identifying and promoting recommended teaching practices that facilitate quality teaching and their consistent implementation in classroom settings (URT, 2024). These recommended practices are aligned with nationally and internationally recognized indicators of quality teaching and form part of the criteria used in School Quality Assurance assessments (UNICEF, 2017; URT, 2024).

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Accordingly, the implementation of ISQA-identified best practices of teaching is understood as the degree to which teachers enact these recommended instructional strategies and pedagogical procedures in classroom practice as guided by ISQA. Yet, despite these efforts, recent studies show that classrooms still face ongoing issues, such as poor lesson planning, inadequate use of learning materials, and poor classroom delivery (Mensah et al., 2023; Tarimo & Lekule, 2024). Within the National School Quality Assurance framework, quality teaching in Kilimanjaro Region is assessed on a 0–100% scale, where scores below 44% indicate low quality of teaching (URT, 2024). Regional School Quality Assurance reports between 2021 and 2024 show variations in the quality of teaching across district councils, as summarized in Table 1.

Table 1. Regional Quality Assurance Report on the Indicator of Quality of Teaching

Sn	District Council	2021/2022 Av (%)	2022/2023 Av (%)	2023/2024 Av (%)	THREE YEARS Av (%)
1	Mwanga	55	57	59	57
2	Rombo	48	50	51	50
3	Same	42	40	43	42
4	Siha	31	51	41	41
5	Moshi Mc	57	59	65	60
6	Moshi Dc	44	43	31	39
7	Hai	45	40	48	44

Source: Educational Quality Assurance Northern Zone Office (2025)

In the assessment scores summarized in Table 1. Moshi District Council recorded the lowest average on the teaching score (39%), which falls within the category of low quality of teaching according to SQA standards (URT, 2024). Consistent with this observation, National Examinations Council of Tanzania (NECTA) results for Form Four students in public secondary schools in Moshi District Council between 2021 and 2024 show that a higher proportion of students attained Division IV and Division 0 compared to Divisions I–III, with weak performance persisting over time as summarized in Table 2.

Table 2 Evaluation of Certificate of Secondary Education Examination Results in Public Secondary Schools, Moshi District Council

Year	Total (%) (Div I-III)	Total (%) (Div IV&0)
2021	40.1	59.9
2022	37.5	62.5
2023	38.5	61.5
2024	35.8	64.2

Source: Moshi District Council Education Office (2025)

The data in Table 2 reveal a continuing decline in student performance, a trend widely attributed to reduced quality of teaching. Research consistently demonstrates that when the quality of teaching is low, reflected in insufficient lesson planning and limited use of learner-centered strategies, students' academic outcomes are adversely affected. The empirical findings of Bileti

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(2022) and Ombay and Mrema (2024) Further support this relationship by showing that structured lesson preparation, clear instructional objectives, participatory teaching approaches, and learner achievement encompass quality teaching. The foregoing background information highlights the need to investigate the implementation of practices of teaching identified by Internal School Quality Assurance teams in enhancing quality teaching in public secondary schools in Moshi District Council, Tanzania.

2. STATEMENT OF PROBLEM

Low-quality teaching remains a critical challenge in public secondary schools in Moshi District Council. External School Quality Assurance reports indicate a teaching score of 39% for schools assessed between 2021 and 2024, which is categorized as low-quality teaching under the national School Quality Assurance standards (URT, 2024). Similarly, National Examinations Council of Tanzania results show that the majority of students attained Divisions IV and 0, compared with those attaining Divisions I–III, reflecting persistent weaknesses in instructional effectiveness and learner achievement that constrain students' acquisition of the knowledge, skills, and competencies necessary for academic success and lifelong learning. To address this concern, the Government of Tanzania established Internal School Quality Assurance (ISQA) systems with the mandate to improve instructional practice, particularly by identifying teaching practices (URT, 2024). Nevertheless, identifying teaching practices alone does not improve the quality of teaching; meaningful improvement depends on teachers' effective implementation during classroom instruction. Prior studies have largely attributed low-quality teaching to factors such as overcrowded classrooms (Likuru & Mwila, 2022), insufficient parental involvement (Assey et al., 2022), and heavy teacher workload (Dauden, 2023), with limited focus on the implementation of ISQA-identified best practices. If this situation continues, efforts to improve the standard of teaching and learning outcomes are likely to remain limited. Therefore, this study investigated the implementation of ISQA teams identified practices of teaching in enhancing the quality of teaching in public secondary schools in Moshi District Council.

3. RESEARCH QUESTION

The following research question guided this study.

To what extent does the implementation of ISQA teams identified practices of teaching enhance the quality of teaching in public secondary schools in Moshi District Council?

4. HYPOTHESIS TESTING

Ha: There is a significant difference in teachers' mean scores rating based on teaching experience and their rating on the implementation of ISQA-identified best practices that enhance quality teaching.

5. SIGNIFICANCE OF THE STUDY

The findings of this study provided important information on the implementation of ISQA-identified teaching practices that enhance the quality of teaching in public secondary schools. Teachers, heads of schools, and Internal School Quality Assurance (ISQA) teams will develop understand on the instructional practices that require strengthening to promote quality teaching and improved student learning outcomes. The findings will inform the National School Quality Assurance Department about gaps in the implementation of ISQA-identified teaching practices

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and areas requiring further support to improve the standard of teaching in secondary schools. Furthermore, the study will lay a foundation for future research on the implementation of ISQA-identified best practices in similar educational contexts. This study contributes to the theoretical understanding of quality improvement in educational institutions. Specifically, it enriches Crosby's Total Quality Management Theory by demonstrating how the implementation of identified best practices of teaching enhances continuous improvement in quality teaching within secondary schools.

6. THEORETICAL FRAMEWORK

This study employed Philip Crosby's Total Quality Management Theory (TQM), which takes into consideration that quality in any organization is achieved through continuous improvement and adherence to established standards of performance. The theory was developed in the 1960s and 1970s by Philip Crosby and is grounded on four key principles: quality as conformance to requirements, prevention rather than inspection, zero defects, and measurement of quality through the cost of non-conformance (Crosby, 1979). These principles emphasize that quality is achieved when set standards are consistently met through preventive rather than corrective approaches. The preventive principle underscores continuous supervision and capacity building aimed at minimizing instructional errors before they occur, while the zero defects principle emphasizes accuracy, accountability, and adherence to established standards in teaching and learning processes. The cost of non-conformance principle focuses on identifying inefficiencies that hinder performance and ensuring that such inefficiencies are reduced through proactive quality control mechanisms.

The theory assumes that quality improvement is a continuous and systematic process achieved through monitoring, feedback, and collective responsibility among stakeholders involved in instructional processes (Kirenga et al., 2024). In this regard, Internal School Quality Assurance (ISQA) mechanisms function as key instruments for ensuring that teaching practices conform to established instructional standards through continuous supervision, professional support, and capacity building of teachers. The theory further emphasizes that quality teaching is achieved through preventive strategies that ensure effective lesson preparation, appropriate instructional methods, classroom management, and continuous assessment practices are consistently implemented. Therefore, TQM provides a strong analytical lens for examining how identified best practices of teaching are reinforced to enhance instructional effectiveness and improve students' academic performance in secondary schools.

7. REVIEW OF EMPIRICAL STUDIES

Quality teaching is essential for improving educational outcomes and equipping learners with the knowledge, skills, and competencies required in the twenty-first century. This analytical literature review synthesizes empirical evidence on practices and quality assurance mechanisms, particularly the identification, sharing, and implementation of best teaching practices among teachers. The review highlights major findings, methodological approaches, and existing knowledge gaps, thereby providing a foundation for the present study in Moshi District Council.

Mamo and Nigussa (2021) Conducted a study on the practices and challenges of internal school supervision in Ethiopia, employing a descriptive survey research design. The study involved 10 school principals, 10 deputy principals, 4 secondary school supervisors, and 40

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departmental heads, selected through an available sampling technique. Data were collected using questionnaires, interviews, and document analysis, and analyzed using descriptive statistics. The findings revealed that internal school supervision practices were largely ineffective in improving classroom instruction, as supervisors rarely designed targeted interventions to address teachers' instructional weaknesses. This reflects weaknesses in the design and implementation of supervisory interventions within internal school supervision systems. The study informed the present research on the application of multiple data collection instruments for capturing respondents' perceptions. However, it overlooked the perspectives of teachers and student groups whose experiences could provide a more comprehensive understanding and aid in triangulating the findings. Therefore, the current study includes teachers to capture classroom-level experiences necessary for understanding instructional improvement processes. Also, the Ethiopian context differs from the Tanzanian setting in terms of internal school quality assurance structures and implementation frameworks, limiting the applicability of the findings. This contextual gap underscores the need for the current study in Tanzania, particularly in Moshi DC, to generate context-specific information on the implementation of Internal School Quality Assurance practices within the local educational and policy environment.

Owan et al. (2023) conducted a study titled School-Based Supervisory Practices and Teachers' Job Effectiveness in Nigeria using a quantitative correlational research design. The study involved 295 teachers selected through a multistage sampling procedure. Data were collected using a structured questionnaire and analyzed using multiple linear regression analysis. The findings revealed that school-based supervisory practices enhance teaching effectiveness. The use of inferential statistics alongside descriptive statistics informed the present study on the relevance of employing analytical techniques that extend beyond simple data description to enable examination of relationships and differences among variables. However, dependence on quantitative data restricts the depth of contextual understanding, while the use of a single respondent group (teachers) reduces opportunities for data triangulation, thereby affecting the validity and credibility of the findings. In response to this limitation, the present study incorporated multiple respondent groups, including ISQA members, teachers, and students, and employed a mixed methods approach to obtain a more comprehensive understanding of best practices of teaching.

Sululu et al. (2023) Conducted a study on the contribution of Quality Assurance and Standards Officers in enhancing Kenya Certificate of Secondary Education performance in Kwanza Sub-County. The study used a descriptive survey research design. The target population included 319 teachers, 35 principals, and 20 QASOs. A simple random sampling technique was employed to select 95 teachers and 11 principals, while a purposive sampling method was used to choose 20 QASOs. Data were collected using interview schedules for principals and QASOs and questionnaires for teachers. The collected data were analyzed using both inferential and descriptive statistics. The study found that QASOs play a significant role in developing educational programs in Kwanza Sub-County that promote staff professional growth. The reviewed study informed the researcher on different best practices on teaching, such as structured subject organization clubs, learner-centered strategies, and how they enhance quality teaching. Nevertheless, the previous study focused primarily on instructional effectiveness and assessment practices. While these are important dimensions of quality teaching, it did not examine other key dimensions, such as lesson

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preparation and the utilization of teaching and learning resources. Consequently, the present study adopted a broader perspective by investigating both instructional effectiveness and lesson preparation, including the utilization of teaching and learning resources, to provide a more comprehensive understanding of quality teaching and generate findings that are more useful for improving classroom practice.

Mtitu et al. (2023) conducted a study aimed at examining internal quality assurance's conceptions of the Quality Assurance process in Njombe Region, Tanzania, using qualitative research. The study involved 10 internal quality assurers, 8 frontline teachers, and 2 District Education Officers. Participants were selected using purposive sampling for the internal quality assurers and District Education Officers, while frontline teachers were selected through simple random sampling. Data were collected using interviews, observations, and documentary reviews. The data analysis followed a five-phase thematic approach. The findings highlighted that teachers did not attend seminars, and ISQA was running the new reform using their working experience. The study underscores the importance of teachers' participation in professional development programmes, seminars, and workshops to enhance instructional practices. The study underscores the importance of teachers' participation in professional development programmes, seminars, and workshops for enhancing instructional practices. However, its scope was confined to selected dimensions of quality teaching. The present study extended this scope by examining multiple dimensions of quality teaching, including lesson preparation, teaching methods, assessment practices, and the utilization of teaching and learning resources, to provide a more holistic understanding of the phenomenon. In addition, whereas the previous study employed a qualitative approach, the current study adopted a mixed-methods design to facilitate data triangulation and generate a more comprehensive understanding of the research problem.

Mganga and Lekule (2021) Conducted a study in Dodoma on the Impact of Quality Assurance Officers' activities on the Teaching and Learning Process, employing a mixed-methods approach with a convergent parallel research design. The study involved 274 participants, including school heads, teachers, District Education Officers, and Quality Assurance Officers, selected through both simple random and purposive sampling techniques. Data were collected using open-ended questionnaires and in-depth individual interviews. Qualitative data were analyzed descriptively, while quantitative data were analyzed using SPSS software. The findings revealed that Internal School Quality Assurance (ISQA) promotes teaching innovation and creativity, encourages pedagogical diversity, and supports the use of differentiated instructional strategies to address individual learner needs. The study provided baseline data on the identification of diverse best practices that meet learners' needs. Although the study highlights the identification of best teaching practices, it gives limited attention to their implementation within classroom teaching and learning processes. Therefore, the current study examined the implementation of ISQA-identified best teaching practices in public secondary schools. Also, the current study provides a more comprehensive understanding of quality teaching by incorporating the dimensions that were overlooked in the reviewed study.

8. RESEARCH GAPS

The review of empirical studies demonstrates growing scholarly interest in the effectiveness of quality assurance practices in improving teaching effectiveness and education quality. Despite

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their valuable contributions, several gaps remain evident. Regarding the knowledge gap, studies such as Sululu et al. (2023) and Mganga and Lekule (2021) focused on selected aspects of quality teaching, including teaching methods, and provided limited evidence on the comprehensive range of best teaching practices and how such practices collectively contribute to quality teaching. With respect to the methodological gap, studies such as Owan et al. (2023) and Mtitu et al. (2023) relied solely on one approach, thereby limiting methodological triangulation and the depth of evidence generated. Concerning the contextual gap, studies such as Mamo and Nigussa (2021) and others were conducted outside Tanzania, where educational policies and supervision frameworks differ from those operating in Tanzania. Therefore, this study sought to address these gaps by examining the extent to which the implementation of ISQA-identified best practices of teaching enhances quality teaching in public secondary schools in Moshi District Council, Tanzania, through the involvement of teachers, students, heads of schools, and ISQA team members, using multiple data collection methods to generate comprehensive and context-specific findings.

9. RESEARCH METHODOLOGY

The study was underpinned by the pragmatic worldview, which emphasizes the use of research methods based on their suitability for addressing the research problem rather than adherence to a single philosophical tradition. Guided by this worldview, the study adopted a convergent design under a mixed-methods approach, in which quantitative and qualitative data were collected and analyzed concurrently, then compared and integrated to provide a comprehensive understanding of the research problem (Creswell & Creswell, 2023). The target population comprised 2,085 individuals, including 1,266 teachers, 504 student class representatives, 63 heads of schools, and 252 ISQA members from 63 public secondary schools in Moshi District Council. From this population, a sample of 257 respondents was selected, comprising 127 teachers selected through stratified random sampling, 104 student class representatives and 13 ISQA Members selected through criterion purposive sampling, and 13 Heads of Schools selected through key informant sampling from 13 schools. The sample was determined based on the 10–30% guideline (Cohen et al., 2018), and simple random sampling was used to select the 13 schools. Data were collected using questionnaires, interview guide, focus group discussion guide, and document analysis guide. Instrument validity was established through expert review by three specialists in educational planning and administration from MWECAU who assessed the instruments' relevance and clarity and recommended necessary modifications to ensure alignment with the research objectives.

The study pilot-tested the instruments in two randomly selected secondary schools (10% sample) as recommended by Anupama et al. (2023) involving 24 teachers, 2 school heads, 2 ISQA members, and 16 students. The two secondary schools involved in the pilot test were excluded in the actual study. Reliability of the Likert-scale items in the questionnaire was assessed using Cronbach's alpha with the aid of SPSS version 27, yielding a coefficient of 0.752, which indicates acceptable internal consistency (Cohen et al., 2018). Trustworthiness of qualitative data was ensured through triangulation and peer debriefing to enhance credibility and dependability. Descriptive and inferential statistics were used to analyze the quantitative data with the assistance of SPSS version 27, and data were presented in tables displaying means, frequencies, and percentages. The hypothesis was tested using a one-way ANOVA at a significance level of 0.05. Qualitative data were analyzed through thematic analysis, by transcribing raw field data, coding,

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generating themes, interrelating, and interpreting the meaning of themes. The study observed ethical considerations such as research permits, informed consent, confidentiality, and avoiding plagiarism.

10. FINDINGS AND DISCUSSION

The study aimed to investigate the extent to which the ISQA team's identified practices of teaching enhance quality teaching in public secondary schools in Moshi District Council. Data were gathered using a questionnaire distributed to teachers, interviews with heads of school and ISQA members, a focus group discussion with students, and a document analysis guide. The five-point Likert scale was used for analysis, with 1 = Very Small Extent (VSE), 2 = Small Extent (SE), 3 = Moderate Extent (ME), 4 = Large Extent (LE), and 5 = Very Large Extent (VLE; f represents frequencies and % represents percentages. The interpretation of mean scores in this study followed Gomez and Hashim (2020), where scores of 1.00–2.69 indicate small extent, 2.70–3.49 moderate extent, and 3.50– 5.00 large extent. Moreover, the percentage interpretation was adapted from Taherdoost (2019), whereby: 0%–20% = extreme minority, 21%–40% = minority, 41%–60% = majority, 61%–80% = high majority, and 81%–100% = extreme majority. A detailed summary of teachers' responses is shown in Table 3.

Table 3. Teachers' Responses on the Extent to Which the ISQA Team's Identified Practices of Teaching Enhance Quality Teaching in Public Secondary Schools in Moshi District Council (n = 127)

No	Statements	VSE		SE		ME		LE		VLE		M
		f	%	f	%	f	%	f	%	f	%	
i.	Learning from high-performing schools identified by the ISQA team enhances the design of effective assessments	10	7.9	24	18.9	19	15.0	48	37.8	26	20.5	3.44
ii.	Lesson structuring with clear objectives recognized by the ISQA team enhances teaching	14	11.1	21	16.7	13	10.3	45	35.7	33	26.2	3.49

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	effectiveness.											
iii.	Utilizing locally available teaching materials presented by the ISQA team improves lesson delivery.	22	17.6	20	16.0	11	8.8	40	32.0	32	25.6	3.32
iv.	Conducting and marking tests on time, as illustrated by the ISQA team, improves students' performance.	14	11.0	25	19.7	18	14.2	44	34.6	26	20.5	3.34
v.	Using updated teaching materials suggested by ISQA improves the quality of lesson delivery.	21	16.8	22	17.6	19	15.2	35	28.0	28	22.4	3.22
vi.	Applying learner-centered teaching methods shared by ISQA team makes lessons more engaging	17	13.8	24	19.5	27	22.0	22	17.9	33	26.8	3.24

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	and interactive.											
vii.	Classroom management strategies identified by the ISQA team help maintain an organized classroom.	26	21.1	42	34.1	17	13.8	21	17.1	17	13.8	2.68
viii.	Integrating practical activities and real-life examples, fostered by the ISQA team, enhances lesson relevance.	13	10.4	17	13.6	24	19.2	36	28.8	35	28.0	3.50
ix.	Subject-organized clubs encouraged by the ISQA team enhance the effectiveness of classroom teaching.	23	18.1	34	26.8	18	14.2	30	23.6	22	17.3	2.65
x.	Participating in professional development activities initiated by the ISQA team helps to sustain effective teaching.	23	18.4	26	20.8	18	14.4	30	24.0	28	22.4	3.11

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GRAND MEAN	**3.20**

Source: Field Data (2026). Key: 1 VSE = Very Small Extent, 2 SE = Small Extent, 3 ME = Moderate Extent, 4 LE = Large Extent, 5 VLE = Very Large Extent, f = Frequency, % Percentage, M= Mean.

Data in Table 3 show that teachers held positive views regarding the use of practical activities and real-life examples, as fostered by the ISQA team, in enhancing lesson relevance, with 56.8% rating the practice to a large extent. At the same time, 24.0% rated it to a small extent and 19.2% to a moderate extent. The mean score for this item was 3.50, falling under the large extent rating. This pattern of responses suggests that the integration of practical activities and real-life examples was widely recognized as an effective teaching practice for making classroom instruction more relevant. In line with the teacher's view, the researcher sought input from the Head of Schools, ISQA members, and students.

During an interview with ISQA members, one of them had this to say:

> Practical activities are highly emphasized across all subjects, not only science subjects. These activities are not limited to laboratory work but also include learning from the surrounding environment. For instance, in Geography, learners are taken outside the classroom to observe natural features such as rocks and classify them into different categories based on their characteristics (Interview with ISQA1, March 03, 2026).

Additionally, ISQA 7 also said:

> Students are sometimes taken outside the classroom to observe real-life environments, especially in subjects such as Geography and Biology. In our school, learners are given opportunities to observe living things directly and collect items for classification activities, which helps them connect theoretical knowledge with practical experience and improves lesson understanding (Interview with ISQA7, March 11, 2026).

The ISQA members' views indicate that integrating practical, real-life examples into classroom instruction is an important pedagogical strategy for enhancing learners' understanding of the lesson content. By relating theoretical concepts to familiar situations and observable phenomena, teachers make learning more concrete and accessible, thereby facilitating comprehension and application of knowledge.

However, different opinions were raised by other respondents on the same matter. During an interview session, the Head of School 8 (HoS8) said:

> We recognize the importance of practical activities in enhancing students' understanding, particularly in science subjects. However, available resources cannot adequately accommodate all students at every class level. For that reason, practical work is given greater priority in Forms Three and Four, where students require more intensive preparation and application of concepts as they approach national examinations (Interview with HoS8, March 12, 2026).

This was confirmed by one student, who, when asked about practical activities, stated, "*For us, we have not started doing any practical activities yet, but we usually see Form Four students doing them more often, especially in science subjects"* (FGD with ST8, March 12, 2026).

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Similarly, students in School 5 said, "*It is mostly used in science subjects, while other subjects are more theoretical*" (FGD with ST5, March 09, 2026).

The views of Heads of schools and students show that access to practical learning opportunities differs across class levels and subjects. While practical activities are available in some learning contexts, their use appears to be prioritized for upper secondary students, particularly in science subjects where practical competence is closely linked to examination requirements.

Quantitative and Qualitative findings under this item indicate that practical activities and real-life examples are widely recognized as enhancing lesson relevance. However, their use is not consistently integrated into classroom instruction across all subjects and class levels, with greater emphasis placed on upper secondary classes, particularly in science subjects. As a result, practical learning is often used as an examination preparation strategy rather than as a continuous pedagogical approach throughout the teaching and learning process. This situation may be caused by inadequate teaching and learning resources, which limit the ability to acquire practical skills and apply theoretical knowledge from an early stage of learning. The findings are supported by Mganga and Lekule (2021), who found that a shortage of resources limits the implementation of instructional practices that promote pedagogical diversity and contextualized teaching approaches in classroom activities. Similarly, Mtitu et al. (2023) emphasize that linking instructional content to real contexts simplifies abstract concepts, increases learner participation, and promotes meaningful engagement in the teaching and learning process.

Also, Data in Table 3 indicate that the majority (58.3%) of the teachers rated learning from high-performing schools identified by the ISQA team as enhancing the design of effective assessments to a large extent and very large extent, while 26.8% rated small extent and very small extent, and 15.0% rated moderate extent. The item recorded a mean score of 3.44, indicating a moderate extent of agreement among teachers. Despite a relatively large proportion of the teachers expressing strong positive views, the overall assessment reflects a moderate implementation of the practice in effective assessment design. This implies that teachers recognized the value of learning from high-performing schools as an avenue for improving assessment practices. Through exposure to effective assessment practices in high-performing schools, teachers are able to refine the construction of assessment tools, improve the alignment of test items with learning objectives and national examination standards, and enhance the quality and appropriateness of questions given to learners, thereby strengthening the relevance and effectiveness of classroom assessment practices. This was supported by the Head of School 10 (HOS $_{10}$), who, during an interview, had this to say:

> Our school engages in learning from high-performing schools. In addition, experts from well-performing institutions are invited to conduct seminars and support teachers in improving teaching practices, particularly in instructional delivery and assessment design. These initiatives are intended to strengthen teachers' instructional skills and enhance classroom practices through shared expertise and continuous professional development (interview with HoS10, March 13, 2026).

Similarly, HOS 1 said, "*Yeah, we went sometimes, and we do have even common exams"* (Interview with HOS 1, March 03, 2026).

The response implies that learning from successful practitioners strengthens teachers' instructional competence and supports the continuous improvement of classroom practices. Consequently, the sharing of best practices serves as an important mechanism for promoting quality teaching within schools.

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However, financial constraints were highlighted as a limiting factor despite the recognized importance of such benchmarking activities. The Head of School 5 explained, "*We are very much interested in visiting better-performing schools to learn their practices. However, financial limitations make it difficult to organize such visits because transport and other costs are required, which the school cannot always afford"* (Interview with HoS5, March 09, 2026). Similarly, another Head of School noted that, "My *school has not conducted visits to well-performing public or private schools and instead we relied mainly on sharing experiences with nearby schools*" (Interview with HoS2, March 04, 2026). Regarding the same matter, during an interview with internal school quality assurer 2 (ISQA2) said, "*No, we never visited high-performing schools; we mainly learn through books and online sources for self-improvement"* (Interview with ISQA2, March 04, 2026).

The views of Heads of school and ISQA members indicate that visits to high-performing schools were generally not conducted. The absence of such visits reduced opportunities for teachers to directly observe and learn from exemplary teaching and assessment practices, which constrained efforts to strengthen instructional and assessment competencies across schools. This may be attributed to financial and logistical constraints that limited schools' ability to organize benchmarking activities.

The findings under this item indicate that learning opportunities from high-performing schools to strengthen assessment practices occur to a moderate extent. Some Schools engaged in collaborative initiatives such as inter-school visits, shared examinations, and expert support to improve instructional and assessment practices, while others did not. Financial constraints were identified as a key factor limiting schools' participation in benchmarking activities, thereby reducing opportunities to adopt effective assessment practices from high-performing schools. The current study's findings differed from those of Mganga and Lekule (2021), which reported consistent cooperation among schools. This contradicts the current findings, which said that some schools participate in collaborative activities such as inter-school visits, shared examinations, and expert support, while others do not.

Data in Table 4 reveal that conducting and marking tests on time, as illustrated by the ISQA team, improved students' performance in public secondary schools. Specifically, a moderate majority (55.1%) of the teachers indicated that this practice enhanced performance to a large extent. In contrast, 30.7% of the teachers reported that it enhanced performance to a small extent, while 14.2% rated the enhancement to a moderate extent. The mean score of 3.34 indicates a moderate extent, suggesting that teachers, overall, acknowledged the benefits of timely assessment practices. This implies that, to a moderate extent, teachers recognize that the ISQA team emphasizes timely assessment practices which support the monitoring of learners' progress, provide opportunities for prompt feedback, and enable teachers to identify and address learning difficulties before they adversely affect academic achievement.

The researcher also conducted an interview with Internal School Quality Assurance 8 (ISQA $_8$), who disclosed, *"We ensure regular assessment and proper marking of tests because this helps teachers monitor student progress and improve classroom performance. Assessment must not only be given, but also marked and corrected on time"* (Interview with ISQA 8, March 12, 2026). Also, the idea of regular assessments and feedback was well received by the students. This was evident

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during the focus group discussion. One student in FGD 10 commented, *"Frequent assessment and tests help to build confidence. Weekly tests help us to prepare for national examinations and make us more active in learning. Exams help us know our weaknesses and improve before final examinations"* (FGD with ST10, March 13, 2026). This information implies that teachers have been implementing continuous assessment practices to monitor learners' progress, identify learning gaps, and support the timely improvement of student performance**.**

Although continuous assessment practices were widely valued, their implementation was sometimes hindered by workload-related challenges, as it was pointed out by ISQA 11, who stated, "*Monthly tests are often conducted while teaching is still ongoing, resulting in teachers handling multiple classes alongside a large volume of marking, so you may find some test results are not returned on time*" (Interview with ISQA 11, March 16, 2026).

The same view was confirmed by the Head of School 11 (HOS_{11}), who reported:

> We provide monthly exams, mock examinations, and home packages. I insist that teachers mark on time and ensure the exercises relate to lesson objectives. However, some teachers do not consistently adhere to the required procedures in administering and marking these assessments (Interview with HoS11, March 16, 2026).

Views from Heads of Schools, ISQA members, and students indicate that emphasis is placed on timely administration and marking of tests; however, some teachers do not fully comply with the intended assessment procedures. This means that supervisory mechanisms might be insufficient to ensure consistent adherence to the complete assessment requirements among teachers.

Furthermore, data obtained from document analysis of students' exercise books revealed that the implementation of continuous assessment and timely marking practices varied across subjects in schools. The analysis revealed that in subjects such as Mathematics and Physics, students were more frequently given exercises that were consistently marked and accompanied by corrections and teachers' remarks compared to several other subjects, where such assessment practices were less evident. This information indicates variations in teachers' commitment to the regular administration, marking, and feedback on classroom exercises. Consequently, it highlights the need for targeted professional development to equip teachers with effective strategies for designing and administering different forms of assessment and managing timely feedback under varying classroom conditions**.**

Quantitative and qualitative findings indicate that regular administration and timely marking of tests were important practices for monitoring learners' progress, identifying learning difficulties, and facilitating timely instructional intervention. However, there are variations in the implementation of assessment practices across subjects, with some subject areas receiving more frequent assessment and feedback than others. Such inconsistencies might be caused by large class sizes or inadequate ISQA follow-up mechanisms intended to ensure the uniform implementation of assessment practices across classrooms, thereby limiting the quality of teaching. The findings further corroborate those of Mamo and Nigussa (2021), who reported that weaknesses in the implementation of supervisory interventions limited efforts to address instructional challenges and improve classroom practices. The findings are consistent with Crosby's Total Quality

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Management Theory, particularly the principle of prevention rather than inspection (Crosby, 1970s), which emphasizes the early identification and correction of deficiencies before they result in undesirable outcomes. In this regard, regular assessment and timely feedback serve as preventive quality-assurance mechanisms that enable teachers to identify learning difficulties early and implement corrective measures to improve student learning outcomes.

The pattern of responses presented in Table 3 reveals varied ratings among teachers regarding the use of learner-centered teaching methods shared by the ISQA team in enhancing lesson engagement and interaction. The mean score of 3.24 indicates a moderate extent of agreement among respondents. Specifically, 40.6% of the teachers reported a high level of application of the practice, 22.0% a moderate extent, and 33.3% a small extent. This distribution of responses suggests a mixed level of classroom practice, where learner-centered approaches are present but not yet firmly embedded across all schools. The findings further imply that, while efforts to promote interactive and participatory teaching are evident, uptake is uneven, indicating a gradual shift toward learner-centered pedagogy that is still consolidating within public secondary schools.

To further triangulate this information, interviews were held with Heads of School and ISQA members, and a focus group discussion was conducted with students. When discussing with students, one of them in School 4 said:

> Group discussion is used in our school, although it is only applied in some subjects. When teachers use it, we get an opportunity to share ideas with our classmates, discuss difficult concepts, and improve our understanding of the lesson (FGD with ST4, March 06, 2026).

Another member in School 5 also commented, "*When the teacher starts a new topic, we usually just listen to the teacher because we do not know anything about it. The teacher explains, while we take notes and follow what is being taught*" (FGD with ST5, March 09, 2026).

Students' views indicate that they are insufficiently involved in the teaching and learning process, with classroom instruction largely dominated by the teacher. Such a learning environment restricts learners' opportunities to actively engage with instructional content, exchange ideas, and construct knowledge through interaction, thereby limiting the realization of quality teaching and meaningful learning outcomes. During the interview, Head of School 10 (HoS10) also said:

> As a school, we encourage teachers to use learner-centered approaches because they help students become active participants in learning. However, not all teachers apply these approaches consistently. In some classes, the large number of students and inadequate textbooks make it difficult to effectively organize participatory activities, as learners are often required to share learning materials during group work and classroom discussions (Interview with HoS10 March 13, 2026).

Likewise, the Internal School Quality Assurer 5 (ISQA5) stated:

> We encourage teachers to use learner-centered approaches such as discussions, practical activities, role play, and question-and-answer methods. However, not all teachers apply these methods consistently because each one has his or her own preferred way of facilitating students' understanding of the subject matter (Interview with ISQA5, March 09, 2026).

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Contrary to the views expressed, document analysis of teachers' lesson plans revealed that "*most teachers reported using participatory teaching methods, including group discussions, question-and-answer techniques, and other instructional approaches that actively engage students in the teaching and learning process*" (lesson plan analysis on lesson plans). The inconsistency between document evidence and teachers' experiences indicates that learner-centered strategies are adequately planned but are not consistently translated into classroom practice.

Responses from ISQA members, Students, and Heads of Schools, together with evidence from lesson plan analysis, indicate that learner-centered instructional approaches are embedded in teachers' lesson plans and school guideline documents, reflecting their formal institutionalization within instructional frameworks. However, the divergence between document evidence and classroom experiences suggests inconsistent implementation of these approaches across instructional settings. This may be attributed to inadequate classroom observation and limited instructional follow-up, which reduces the consistency with which planned instructional strategies are translated into actual teaching practice. The ISQA team's call for schools to employ learner-centered methods is intended to enhance the quality of teaching and learning, as supported by Mganga and Lekule (2021), who found that Internal School Quality Assurance promotes teaching innovation, pedagogical diversity, and differentiated instructional strategies that enhance learner participation and overall quality teaching. The findings further align with Crosby's Total Quality Management Theory, particularly the principle of quality as conformance to requirements (Crosby, 1979), which emphasizes that quality is attained through consistent adherence to established standards and procedures. The observed discrepancy between documented instructional expectations and classroom practice suggests that the effectiveness of learner-centered approaches depends not only on their inclusion in instructional plans and school guidelines but also on sustained monitoring and follow-up to ensure their consistent application in classroom teaching.

Data in Table 3 show that subject-organized clubs encouraged by the ISQA team are implemented to a small extent to enhance the effectiveness of classroom teaching. The data indicate that a majority (44.9%) of the teachers rated the implementation to a small extent, while a minority (35.4%) rated it to a large extent and 14.2% rated it to a moderate extent. The responses generated a mean score of 2.65, indicating that subject-organized clubs are used as academic activities to enhance teaching effectiveness to only a small extent. This finding suggests that although such clubs may be present in some schools, their use as a mechanism to enhance teaching and learning remains limited. The researcher triangulated data by conducting an interview with the Head of School. HOS 2 said:

> We do have subject clubs in our school. Nevertheless, for this year, they have not been active yet because we started with a variety of activities that sometimes interfere with our routine in conducting clubs. We expect to start them immediately (Interview with HOS2, March 04, 2026).

In addition to that, ISQA 11 said, "*Subject clubs exist in theory, but they are not currently active"* (Interview with ISQA 11, March 16, 2026). Again, ISQA 12 further added, "*Yes, subject clubs exist, although they are not very active. We encourage them to meet at least once a month"* (Interview with ISQA 12, March 17, 2026).

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Moreover, during the focus group, one student, when asked about the existence and functioning of the subject clubs in their school, said, "*We have Subject clubs, but I have mainly observed active participation in science subjects"* (FGD with ST11, March 16, 2026).

The qualitative information from heads of schools, ISQA members, and students on the item of Subject-organized clubs shows that subject clubs exist in schools but are not consistently active, with participation mainly concentrated in a few subjects, particularly science-related areas. This advocates that although these academic support structures are formally established, their implementation is of low extent, thereby limiting opportunities for collaborative learning and academic enrichment beyond classroom instruction. The inconsistency may be attributed to weak ISQA follow-up mechanisms, which affect the monitoring and sustainability of planned academic activities. This situation reflects a lack of full conformance to established institutional standards, as emphasized in Philip B. Crosby's TQM principle of conformance (1970s), which requires that organizational processes consistently align with predefined quality requirements. In this regard, the irregular functioning of the subject clubs reflects a deviation from expected school quality standards, indicating gaps in ISQA oversight that are necessary to ensure the consistent implementation of educational activities and enhance the quality of teaching and learning.

Apart from data collected from Likert scale questions, interviews, focus group discussions, and document analysis, data collected via open-ended responses were transformed into quantitative data using multiple response analysis. Table 4 presents teachers' responses on other best practices of teaching identified by ISQA teams in their school.

Table 4. Multiple Responses on Other Practices of Teaching Identified by the ISQA Team

Best Practices	Responses frequency	Percent	Percent of Cases
Use Formative Assessment and Feedback Strategies	7	31.8%	35.0%
Integration of Technology in Teaching	2	9.1%	10.0%
Differentiated Instructional Practice	13	59.1%	65.0%
Total	**22**	**100.0%**	**110.0%**

Source: Field Data (2026)

Data in Table 4 show that differentiated instructional practices were the most frequently reported by teachers, accounting for the majority (65.0%) of cases, indicating that most teachers emphasized strategies such as team teaching, peer learning, and adapting instruction to learners' abilities. This was followed by formative assessment and feedback strategies, which accounted for 35.0% of cases, reflecting the use of weekly tests, monthly examinations, class exercises, and continuous feedback to monitor students' progress. Although only 10.0% of responses highlighted

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the integration of technology into teaching through tools such as projectors, computers, and presentation materials, this practice remains pedagogically significant, as it enhances lesson delivery by making abstract concepts more visual, improving student engagement, and supporting a clearer understanding of complex topics.

In affirming the best practices identified as preferred by teachers, the study also determined whether there was a significant difference in teachers' mean scores on the best practices identified by ISQA teams for enhancing quality teaching across categories of teaching experience. A one-way Analysis of Variance (ANOVA) was conducted to assess whether differences existed among teachers with varying levels of teaching experience. Before conducting the analysis, the assumptions underlying one-way ANOVA were assessed. Accordingly, tests of normality and homogeneity of variance were performed to establish the suitability of the data for the analysis. The results of these assumption tests are presented in Table 5 and Table 6, respectively.

Table 5. Tests of Normality

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Teaching experience for teachers	Statistic	Df	Sig.	Statistic	df	Sig.
Best Practice Score	less than 5 years	.136	27	.200*	.957	27	.313
	5-10 years	.096	23	.200*	.962	23	.499
	11-15 years	.098	44	.200*	.985	44	.840
	above 15 years	.171	30	.025	.898	30	.008

Source: Field Data (2026)

Table 6
Tests of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Best Practice Score	Based on Mean	.825	3	120	.483
	Based on Median	.736	3	120	.533
	Based on Median and with adjusted df	.736	3	108.664	.533
	Based on trimmed mean	.809	3	120	.491

Source: Field Data (2026)

The assumptions for conducting a one-way ANOVA were assessed before testing the hypothesis. The Shapiro–Wilk test in Table 6 indicated that the scores were normally distributed among teachers with less than five years of experience (W = .957, p = .313), 5–10 years of experience (W = .962, p = .499), and 11–15 years of experience (W = .985, p = .840). The distribution of scores for teachers with more than 15 years of experience significantly deviated from normality (W = .898, p = .008). The assumption of homogeneity of variance was satisfied,

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as indicated by Levene's statistic of 0.825 (p = .483). Given the adequate overall sample size (n = 124) and the homogeneity of variances across the groups, the data were considered suitable for conducting a one-way ANOVA (Field, 2018).

Having assessed the assumptions, the study tested the null hypothesis that there is no statistically significant difference in teachers' mean rating scores on the implementation of ISQA-identified best practices for enhancing quality teaching based on their teaching experience. A one-way ANOVA was therefore conducted to determine whether teachers' ratings differed significantly across the teaching experience categories. The results of the hypothesis test are presented in Table 7

Table 7. One-Way ANOVA of the Identified Practice of Teaching on Quality Teaching

	Sum of Squares	df	Mean Square	F	P-Value
Between Groups	.665	3	.222	.664	.576
Within Groups	40.013	120	.333		
Total	40.677	123			

Source: Field Data (2026)

A one-way analysis of variance (ANOVA) results presented in Table 7 revealed F(3, 120) = 0.664, p = .576, which is greater than the alpha level (.05). Hence, the null hypothesis was retained. Thus, there is no significant difference in the mean scores of ISQA-identified teaching practices for enhancing quality teaching across teaching experience categories. The hypothesis test indicates that teachers across the different teaching experience categories held relatively similar views regarding the identified best practices for enhancing quality teaching. Accordingly, the observed moderate level will remain invariant across teaching experience categories. Furthermore, the between-group variance (SS = 0.665) was substantially smaller than the within-group variance (SS = 40.013), indicating that teachers' perceptions were largely attributable to individual differences within each teaching experience category rather than differences between the categories themselves. This indicates that teachers' implementation of best practices does not differ across teaching experience categories.

Generally, the study found that the implementation of Internal School Quality Assurance (ISQA)-identified teaching practices in public secondary schools was realized to a moderate extent (Grand Mean = 3.20), with no significant differences in mean scores based on teachers' teaching experience. This finding suggests that teachers across different experience categories held relatively similar views regarding the implementation of the identified best teaching practices. Although 65.0 percent of teachers reported using additional instructional strategies, such as team teaching, peer learning, and adapting instruction to learners' abilities, the implementation of the identified practices was inconsistent across schools, with some schools demonstrating adherence to quality teaching standards while others showing limited adherence. The study further found that constraints such as limited financial and material resources, large class sizes, and inadequate follow-up by ISQA teams hindered sustained implementation of the identified best practices. Consequently, these constraints may make it difficult for schools to consistently translate quality assurance expectations into classroom practice.

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11. CONCLUSION OF THE STUDY

Based on the study's findings, the study concludes that ISQA-identified best practices of teaching enhance quality teaching to a moderate extent, with no significant differences in teachers' ratings on the implementation of these practices across teaching experience categories, suggesting uniformity across experience levels. However, their implementation is inconsistent and not fully embedded in routine classroom practice, despite the presence of Internal School Quality Assurance teams. In addition, the study concluded that limited financial and material resources, large class sizes, and inadequate ISQA follow-up mechanisms constrain the effective implementation of the identified practices. Therefore, there is a mismatch between the intended standards of quality teaching and their actual classroom implementation through ISQA-identified best practices of teaching in Moshi District Council public secondary schools. Consequently, without immediate remedial interventions, substandard instructional quality is likely to persist, thereby impeding learners from developing core competencies necessary to compete effectively in national and international arenas.

12. RECOMMENDATION FOR FURTHER ACTION

Based on the conclusions, the study recommends that External School Quality Assurance authorities should strengthen follow-up mechanisms by assigning designated officers to specific schools to provide ongoing supervision and professional support. Internal School Quality Assurance teams should submit periodic reports on the implementation of recommended teaching practices, achievements, and challenges to facilitate timely feedback and corrective action. The study further recommends that heads of school ensure the strategic allocation of capitation grants for the procurement of teaching and learning resources, while strengthening resource mobilization by collaborating with parents, nearby institutions, and school-based income-generating activities.

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